



In Nursery we are helping your children to learn to:

These statements are taken from the DfE Publication 'Development Matters'

Non-statutory curriculum guidance for the Early Years foundation stage

Communication and Language		Physical Development	Personal, Social and Emotional Development	
Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.	
Literacy	Mathematics	Understanding the World	Expressive Art & Design	
• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants.	Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants.	

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

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[illegible]

Parents are provided with a medium term plan and vocabulary and enhancements document at the start of each half term so parents are aware of what we will be learning during each half term.

AMBERLEY PRIMARY SCHOOL
CURRICULUM PLANNING WEB
NURSERY AUTUMN 1, SEPT 2023



Understanding the World

To begin to make sense of their own life story- family and memories significant to them.
Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language.
Sustain interest in action and reaction toys.
Engage in joint attention with adults for short periods of time in respectful observations of living things.
To plant bulbs with adult guidance.

Literacy

Maintain focus on a short picture book shared with an adult until the end-learning new vocabulary by naming objects in picture books and applying it when spotting those items in the CP.
To join in with familiar nursery rhymes, Twinkle, twinkle/Heads, shoulders, knees and toes.
To recognise their own name tag/page by identifying their picture symbol.
Make marks on a range of scales with a range of tools and grips. To know how to make vertical and horizontal marks.

PSED

Drive scooters, bikes and trikes by pushing them.
Climb steps or stairs with assistance, feet, using a hand or handrail, for support.
Jump from feet to feet, feet on the stairs.
Jump down from a higher to a lower height.
Travel by gliding, with a landing feet.
Run at speed in the outdoor space.
Kick, roll, chase and catch a ball.
Copy some aspects of whole body action rhymes – including tooth brushing rhymes/songs.
Use large muscle movements to move bags and streamers.
Know they need to use the toilet and ask adults to help them with clothing. Wash hands with soap.

Communication and Language

Demonstrate joint attention when the group chant favourite rhymes.
Imitate hand gestures and anticipate some words and join in with them.
Heads, shoulders, knees and toes. Polly put the kettle on, Tommy Thumb.
Happy and you know it and Tingles.
Play alongside an adult, someone as play is narrated. To offer short phrases to talk about themselves, their immediate family and their home.
To be able to name everyday objects, home-corner props, colours, clothing items and toys familiar to them and animal names.

Mathematics

Compare small sets of objects by processing language "more than".
Build with blocks of different shapes and size and base parts, making good choices based on their understanding of properties.
Process simple positional vocabulary in the run of child interest play.
Oh, in, next to.
Match pairs to demonstrate a secure grasp of commonality.
To sort objects into groups: colour, size, type and pattern.
To recite numbers up to 5, to say the counting sequence using number songs as a stimulus.

Expressive Arts and Design

Use props, similar to the ones they represent, appropriately, during simple dramatic role play.
Use small world props to short narrative scenarios.
Make marks with a wide range of tools and grips.
To explore colour and be able to name the 3 primary colours.
To begin to name the secondary and tertiary colours: orange, green, purple, pink, brown.
To listen and be able to identify some environmental sounds.

Physical Development

Form a secure bond with nursery staff and play in parallel, observing others and copying ideas.
Select from a small range of resources on offer within a single activity.
To use gesture and 2-3 words to ask adults for help.
To accept "your turn, my turn".
To help away resources following an adult model.
To begin to link facial expressions to feelings: happy, sad, angry or worried.
To listen and join in with a song about brushing our teeth.

Understanding of the World

Family – Mum/ Dad, brother, sister, grandma/Nana, granddad
Where have you been?
What do you like...

Which words and phrases do we want children to recall and define by the end of this block?

Communication, Language and Literacy	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Art & Design
Clothing names and home corner items vocabulary. Familiar toys and animal names in small world play Tidy up and hygiene phrases good listening good looking good sitting	jump hop roll clap stamp wiggle climb	'my turn, your turn' please thank you happy sad angry worried	good looking good listening front cover page up down picture	more than sort group same on in next to small/big	Family – Mum/ Dad, brother, sister, grandma/Nana, granddad Where have you been? What do you like...	red blue yellow orange pink green purple brown

Which books will help children secure and think more deeply about the knowledge in this block?

I'm starting Nursery – Big Steps
Busy Nursery – Angie Petrekar
Spot goes to school – Eric Hill
Pengo- Janet and Alan Alberg
The Family Book- Todd Parr
My Mum is Fantastic- Nick Butterworth
My Dad is Brilliant- Nick Butterworth
(Other Family Themed stories)
I want my...ummy, potty etc (Toby Ross Collection)
The Colour Monster – Anna Lenas
I like myself- Karen Beaumont
Giraffe – Shirley Hughes
Tuck – Pat Hutchins
Rosa's Walk – Pat Hutchins
Wow said the Owl – Tim Hoggstad
If your happy and you know it- Ian O'Connell and Lindsey Gardner

We will also be looking at a variety of books that encourage children to name colours, familiar objects and animals and think about emotions.
To encourage good looking and listening as well as active participation in the stories we share.

How will we enhance our continuous provision to extend learning through independent enquiry?

Home corner themed role play area
Sorting activities
Making faces and self portraits
Family photo pictures to come into Nursery-add to family trees in the homecorner.
Palm games
Balance bikes
Stepping stones, markers, balancing and climbing apparatus in the outdoor provision
Building blocks
Streamers, flags and big movement equipment
dry colouring pencils, pens, chalk and pastels
paint with brushes, sponges and rollers
collections of playdough cutters and rollers
variety of small world sets up- dolls house, farm animals, zoo animals, dinosaurs etc
Train and Road/Carparks construction sets
wide range of small objects/loose parts to explore and sort

Which strategies are we using to help our most vulnerable children deepen their knowledge this half term?

Opportunities for one to one story time and narrated play for children with nursery staff.
Modelling simple vocabulary to communicate needs
Making links with professional partners on behalf of families – Speech and Language referrals and TAF meetings as needed.

How can we involve our families in learning?

Share key nursery rhymes and number songs with families to sing at home
Parents to contribute family photos- family members and adventures.
Individual support for Parents with Toilet Training
Share images of the range of experiences in the setting and ask parents to share their child's learning at home
Home learning weekly challenge – Share on Tapestry





Your child's Learning Journey is celebrated and shared with parents using Tapestry.